



Year 6



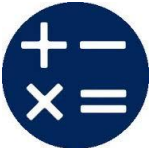
Welcome back to a new academic year at The Duke of Bedford! We hope you had a relaxing and joyful Christmas break and cannot wait to get going with another busy and exciting term in school. Below is a short description of the learning that will be taking place across the curriculum for the duration of the Spring term in your child's class. Please remember to check updates on Google Classroom where weekly Learning Links will be shared as well as other updates about things happening in our class. As always, should you wish to discuss anything at all, please do not hesitate to come and speak to us.





Yours sincerely,
Miss Markham







Year 6 PE days
Wednesday/Friday
Send your child's PE kit into school and they can keep it on their peg.
Please ensure that all jewellery is removed for PE days.

Some of our School Improvement Priorities this year are:

1. Improving outcomes in non-core subjects
2. Presentation of work in all subjects

Subject	Term 1	Term 2
PSHE 	<u>Working together</u> In this unit we will be looking at how to develop lifelong skills in communication and working with others. It will help them to identify and value their own strengths, gifts and talents and to understand how these, along with others' skills and strengths can contribute to the success of a group task. Children will begin to think about how the skills they are developing now might be used in later life, for example in the workplace. They will consider their hopes for the future and think about what steps they can take now to begin to build towards these.	<u>Safety contexts</u> In this unit, children will begin by reflecting on their understanding of keeping safe. The children will consider the new skills they will need to learn to keep themselves safe whilst cycling on the roads. They will review and build on the knowledge they have about road safety as a pedestrian. They will develop understanding of how they can take more responsibility for keeping themselves safe in the sun. They will consider the dangers of electricity in the home and of railways and learn basic techniques for keeping safe. They will then reflect on how safety is maintained in the school environment and how they can take more responsibility, at home and at school, to reduce the risk or accidents.
English 	<u>The Origin of the Species</u> During this unit we will be writing our own discovery narrative based on the real-life event of Charles Darwin's Voyage. In our second piece of writing, we will build on the knowledge we have learned about Darwin's discoveries by researching how Finches on the Galapagos islands have adapted to their environment. The children will use features of a non-fiction text in an explanation of how animals have evolved over time.	<u>Wolves</u> During this unit the children will be using two books as a stimulus for writing in different genres. Both books are based on wolves - 'The Wolves in the Walls' by Neil Gaiman and 'The ways of the wolf' by Smriti Prasadam-Halls. The children will use a range of writing skills and features to produce a First Person Description, Suspense Narrative, Balanced Argument and Information text.
Class Book	Holes by Louis Sachar	
Maths 	<u>Ratio</u> * solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts * solve problems involving the calculation of percentages [for example, of measures, and	<u>Area, Perimeter & Volume</u> * recognise that shapes with the same areas can have different perimeters * calculate the area of parallelograms and triangles * calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3 and m^3 , and extending to mm^3 and km^3

	<p>such as 15% of 360] and the use of percentages for comparison</p> <ul style="list-style-type: none"> * solve problems involving similar shapes where the scale factor is known or can be found * solve problems involving unequal sharing and grouping using knowledge of fractions and multiples * <i>recognise proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes).</i> * <i>link percentages or 360° to calculating angles of pie charts.</i> * <i>consolidate their understanding of ratio by using the notation a:b to record their work</i> * <i>solve problems involving unequal quantities, for example, 'for every egg you need three spoonfuls of flour', 'of the class are boys'.</i> <p>Algebra</p> <ul style="list-style-type: none"> * use simple formulae * generate and describe linear number sequences * express missing number problems algebraically * find pairs of numbers that satisfy an equation with two unknowns * enumerate possibilities of combinations of two variables 	<p>Statistics</p> <p>Present and Interpret:</p> <ul style="list-style-type: none"> * interpret and construct pie charts and line graphs and use these to solve problems <p>Solve Problems:</p> <ul style="list-style-type: none"> * calculate and interpret the mean as an average <p>Fractions, Decimals and Percentages</p> <ul style="list-style-type: none"> * recall and use equivalences between simple fractions, decimals and percentages, including in different contexts explore and make conjectures about converting a simple fraction to a decimal fraction (for example, $3 \div 8 = 0.375$)
<p>Science</p> 	<p>Evolution and Inheritance</p> <p>This term we will study Darwin's theory of evolution. We will learn that living things adapt over time to best suit the environments in which they live. We will discover the meaning of inheritance and that all living things have slightly different characteristics or variations. We will look at the theory of human evolution over time.</p>	<p>Our bodies</p> <p>This term we will discover that the human body is made up of skeletal muscular, circulatory and digestive systems. We will study the human heart and how blood travels through our bodies. We will also look at how diet, exercise and medicines can have positive and negative impacts on our bodies.</p>
<p>Computing</p> 	<p>Programming - variables in games</p> <p>This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed.</p>	<p>Data and information - Introduction to Spreadsheets</p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data.</p>
<p>D&T</p> 		<p>Fairgrounds</p> <p>In this unit the children will carry out research and create prototypes which will inform their designs for a rotating fairground ride. They will need to think about the making process as well as the materials and tools they will need.</p>
<p>Art</p> 	<p>Painting</p> <p>We will explore ideas from the art work of cubist artists, Patrick Heron, Patrick Caulfield and Pablo Picasso. We will use this inspiration to create our own cubist pieces.</p>	

<p>Geography</p> 	<p><u>Climate Zones</u> During this unit of work the children will learn about lines of longitude and latitude, the northern and southern hemisphere, temperate and tropical climates and the features of different climates zones around the world.</p>	
<p>History</p> 		<p><u>Mayans</u> In this unit the children will learn about some of the key features of the Mayan civilisation and how they contrasts with British History.</p>
<p>PE</p> 	<p><u>Hockey</u> During this unit of work the children will master movements relevant to Hockey, participate in team games, developing simple tactics for attacking and defending.</p>	<p><u>Tennis</u> During this unit of work the children will master basic movements including running, jumping, throwing and catching. Children will develop balance, agility and coordination.</p>
<p>RE</p> 	<p><u>Buddhism</u> During this unit the children will find out about the core beliefs of Buddhists, the importance of compassion, respect for all living things and the importance of being kind, truthful, helpful and patient. They will also find out about the importance of Buddha in the Buddhist faith.</p>	
<p>Music</p> 	<p><u>A New Year Carol</u> All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p>	<p><u>You've Got A Friend</u> During this unit the children will develop their performing, appraising, listening, composing and improvising skills though the theme piece - You've Got A Friend.</p>
<p>French</p> 	<p><u>The weekend</u> We will be learning to tell the time in detail, use ten complex phrases describing weekend activities, complete Reading and listening tasks based on weekend activities and begin to understand connectives.</p>	<p><u>Habitats</u> We will learn about the five basic elements that plants and animals need to thrive and survive in a habitat, five different habitats and examples of each in the world, which plants grow in each habitat and some of their adaptations. We also look at the verb 'pousser' (to grow), which animals live in each habitat and some of their adaptations. We also look at the verb 'habiter' (to live).</p>